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ABSTRACT

This book develops and presents a theory of the curriculum and pedagogy for common, general education. Part 1 inquires into how people can know values and obligations and how this knowledge should affect education. In an analysis of the moral crisis, the book seeks a resolution by examining the great ethical theories of modern times. Each theory is related to the hidden curriculum because basic value and moral sensibility develop through the way classrooms are run. These perspectives are synthesized in the human-rights ethics of chapter 4. The synthesis is applied in chapter 5 to the curriculum and pedagogy in order to respond educationally to the moral crisis. The synthesis also provides a justification for the claim that education is a human right. Part 2 deconstructs the nihilism of the major Western theories of education in order to ascertain what knowledge belongs in the curriculum when education is considered to be a human right. It extracts the aspects of theories that contribute to an understanding of the role knowledge should play in human existence. The aspects are synthesized in chapter 9 to identify the main content of the curriculum that is everyone's human right. The synthesis is applied to pedagogy in chapter 10 to respond to the intellectual crisis. (Contains 207 references and an index.) (LMI)

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